

BULLETIN

Development Office -
please return



Quarterly newsletter for the NSCDS Community

Winter 1995

The Stories We Tell

By Julie Hall, Head of School

When my granddaughter rides her hobby horse, I tell her the story of her father once riding the same horse. When she listens to Beatrix Potter's story about Squirrel Nutkin, I begin with, "This is a tale about a tail," and think of all the other tales that are a part of our family.

"Communities consist of people who tell the same stories," as an academic said, and that quote is true whether the communities are family communities or school communities. While new stories are always being added, it is important to keep telling the old ones to new members of the community.

Telling stories has been part of each focus group that has met to look at The North Shore Country Day School's mission statement. Alums have reminded us of the days when there was Morning Ex five times a week, when Upper

Schoolers had to appear on stage in the musical at least once before graduation, when the year began with a Freshmen/Senior Dance, when the day ended at 11:30 for kindergarten, 4:00 for fifth and

"The stories that best capture the essence of North Shore in its last 75 years are those that celebrate how attitudes were changed and how outlooks were formed, so that students left the School feeling ready to take on the world and make a difference in whatever way they could."

sixth grades, and 5:00 for seventh through twelfth grades.

By sharing their stories of the past, alums encourage us, parents and teachers of the present, to think about what versions of those stories are told today and what versions we want to tell in the future. We remember that the first school bus was a station wagon and know that the newest school buses are two new mini vans that have just been ordered. We remember the victory gardens during World War II and know that the most recent versions are Barb Zeien's vegetable garden behind Leicester Hall and Sam Yusim's prairie garden being created with seventh graders alongside Middle School.

The stories that best capture the essence of North Shore in its last 75 years are those that celebrate how attitudes were changed and how outlooks were formed, so that students left the School feeling ready to take on the world and make a difference in whatever way they could.

Rick MacArthur, speaking at his 1974 graduation, said, "We are graduating 37 generalists, unburdened by extreme specialization, or by repeated failure, or by peer pressure, who have done some things here they couldn't possibly have done anywhere else."

And so we keep telling the old stories and adding new ones. Artists-in-Residence Julie Shannon and Rives Collins See Stories, page 11

IN THIS ISSUE:

- ◆Close Encounters: Students Learn First Hand 2
- ◆From the Curriculum Catalogue: Senior Seminar.....3
- ◆Division Messages from Lower, Middle and Upper Schools... 4
- ◆Drawing Through the Eyes of Children:
NSCDS Student Art on Exhibit..... 6
- ◆Did You Know?..... 8
- ◆NSCDS Calendar.....9
- ◆Parents' Association Message.....10
- ◆Update from the Board President..... 11
- ◆Fundamentals and Foundation: The Benefits of
the North Shore Education..... 12
- ◆Master in Residence 1994-95: Dr. Barbara Wilmot..... 13

Editor: Cheryl Grauberger

Photographers: Mary Reyner; Lee Block; Paul Perkinson; Nat Durbin
printed on recycled paper

Close Encounters: Students Learn Firsthand

Eighth Grade Goes to the Market

Nothing generates excitement like a big win in the stock market. Of course nothing stings more than a big loss. Eighth graders in Lee Block's math class have had the opportunity to experience the ups and downs of the market firsthand during their 10-week "Stock Market Game."

A joint venture between the *Chicago Tribune* and Northern Illinois University (NIU), teams of 3-4 students each received \$100,000 of pretend money to invest, and they then worked together to determine which stocks to buy for their portfolio. Armed with **Standard and Poor's Stock Market Encyclopedia**, students were able to make well-informed decisions.

Along with 269 other teams nationwide, students made their transactions from

computers in their classroom via Sprint E-mail at NIU. Each transaction carried with it the standard 2% fee, which cut into the overall profits of certain, more active, groups.

Regardless of the approach, each team had a carefully planned strategy. According to student Brett Ferguson, his team, "had a strategy to buy small stocks that move a lot so we can buy large amounts of them. As expected, our stocks went all over."

Pria Sinha's team had a different philosophy. They

purchased Pepsi, Ford, Federal Express, and Toys R Us among others. They placed 72nd out of the 269 teams.

The reward at the end of the game was a trip to the Options Exchange, where the group saw the real life energy and excitement of the investment world.



Eighth graders on the floor at the Options Exchange in Chicago.

Juniors Study Vietnam Up-Close and Personal

History teacher Kevin Randolph asked juniors in his U.S. history class to determine what the Vietnam era meant to their generation—a tough question by any standards, but especially difficult for teenagers whose only knowledge of the Vietnam War comes from music, movies, television programs, and possibly relatives who were in the military. In an effort to make this episode in history real, Randolph organized a day-long Vietnam Symposium to be held in lieu of classes.

English teacher Kathy McHugh joined forces with Randolph and assigned Larry Heinemann's National Book Award Winning **Paco's Story**. Heinemann agreed to spend the day at North Shore for the symposium and

served as a valuable resource to the students. He not only helped to illuminate his novel for the students; he helped to illuminate a dark period in American history for students who wanted to understand what it had meant to Heinemann's generation as well as to their own.

In addition to Heinemann, students heard direct accounts of the Vietnam experience from veteran Phil Washburn, father of Andrew '96, (who served a tour of duty); Buutap Nguyenphuc of the Illinois Department of Public Aid Refugee Resettlement Programs, and himself a Vietnamese refugee; Savit Khem, a Cambodian refugee and former Voice of America reporter in Vietnam; peace activist Bill Hogan; Bruce Zellers,

a history teacher from Greenhills School in Ann Arbor, Michigan who spoke about Vietnamese military history; North Shore English teacher Michael

See Vietnam, page 15



English teacher Kathy McHugh speaks with author Larry Heinemann.

From the Curriculum Catalogue:

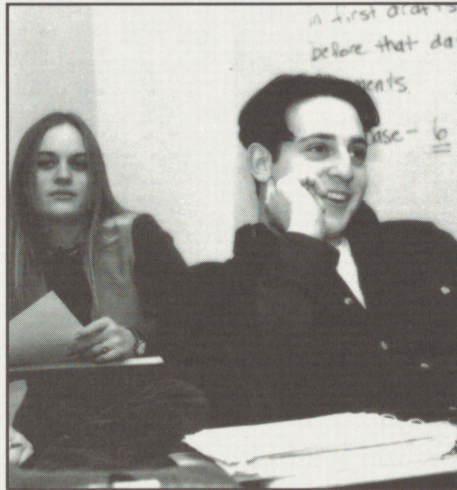
Senior Seminar

Imagine a history class in which you study world events as they happen; imagine having a legal, international and governmental framework to help you understand current events; imagine having the opportunity to examine State Department documents over the Internet to aid in your latest research paper; or imagine writing a bill that you hope to pass in your own mock Congress. Students in the History department's Senior Seminar, co-taught by history teacher Susan Theiss and Upper School Head Paul Perkinson, are doing exactly that in the new interdisciplinary Senior Seminar.

Senior Seminar focuses on three main subjects throughout the year: international relations, government theory and practice, and law and justice in America. Though Theiss and Perkinson focus on one of the three areas each term, they constantly weave them all together in an effort to give students a bigger, real-life picture of the issues they discuss. Theiss, who holds a law degree from The University of Chicago Law School and has six years' experience as a trial attorney, and Perkinson, whose background includes 16 years as a history teacher, serve as exceptional resources for students as they encounter the material directly for the first time.

Theiss and Perkinson do not rely on a textbook, but instead they use primary

sources including the U.S. Constitution, the Federalist Papers, *The New York Times*, legislative documents, speeches and papers prepared by U.S. and foreign leaders, and case law. They designed the class to be flexible, so that



Seniors Molly Heekin and Drew Masur listen to a discussion of the class's mock Congress.

students can apply the theories they have learned to current world events. In the fall term, during the U.S. invasion of Haiti, students studied the event not only from the perspective of international relations, but also from the angles of government theory and constitutional law. They grappled with important questions such as whether the President had sole power to invade Haiti and what Congress' role is in such operations.

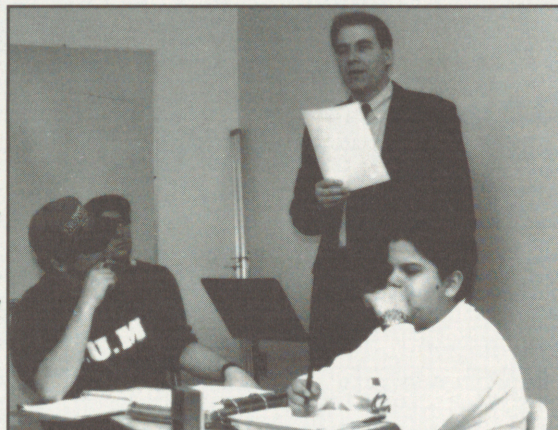
To prepare for class, students must keep abreast of world events. While focusing on international relations in the fall, students were required to read *The New York Times* Monday through Friday. Each student covered a region of the world and reported to the class regularly on that region. Students then wrote papers in which they analyzed various foreign events and advised the State Department on further policy.

Technology plays a significant role in Senior Seminar. Students often use the Internet as a tool in their research. Currently they are using Internet to create a database on the Republican Contract with America. They are tracking the first 100 days of the 104th Congress as a way of learning about how the legislative process works.

The issues of term limits, welfare reform, handgun bans, lobbying reforms, and the death penalty will make their way to the floor of a mock Congress for the class' most recent project. Each student has written his or her own bill and will now attempt to have it passed into law. Students used the Internet to conduct research on their bills. Each student has assumed the role of a U.S. Representative and is meeting in committee to debate the bills using parliamentary procedure, and then debating and voting on the House floor.

Legal issues abound in Senior Seminar. Their Congressional studies raised a perennial question of constitutional law—how much power belongs to the states, and how much belongs to the federal government? In coming weeks, Senior Seminar students will master first amendment law and study the criminal justice system. A field trip will take students to observe a trial in a local court, following which they will conduct one of their own.

Paul Perkinson explains parliamentary procedure to the class. Pictured are Brian Denesha, Henley Shotwell (background), and Christian Soto.



Division Messages

A Super Bowl Fantasy

By Todd R. Nelson, Middle School Head

It is the afternoon of the first of what David Mamet calls 'America's national 'High Holy Days': The super bowl. Our other High Holy day is The Academy Awards. Another story. Newt Gingrich and Chris Whittle have joined entrepreneurial forces to revamp the Zeitgeist: At half time their advertisement on behalf of American school teachers will air. They have spent millions of dollars on the most expensive advertising to be had anywhere. They seek to elevate the teaching profession to the level of remuneration and respect reserved only for professional athletes and film stars.

Gingrich and Whittle have tired of athletes being the spokespeople for American values: 'Just do it!' indeed. The contract with America and the third wave needs teachers who stand alone, without peer, as far as dexterity, poise, versatility and even power lifting. Teachers, they feel, need sponsorship from



flashy footwear makers. They picture 30 second action-packed infotainment spots during halftime at the Superbowl—complete with a rock and roll sound track—to make their point.

The voice is James Earl Jones. 'My friend is a teacher whom we'll call, 'Bo'....

'Bo' knows foreign language. For instance, the written word in our own

language is foreign until Bo shows five and six year olds how to turn letters into words and make words miraculously correspond to real things, like the buttons on the juice machine and the right subway stop on the way home. To say nothing of irregular verbs in French. Remember all that power you felt when you read your name for the first time?

'Bo' knows math. He has my six year old counting change, paying for his own gum and wondering 'how many pennies are there in 65 dollars?' He is also calculating the number of seconds in minutes, minutes in hours, hours in days; inches in feet, feet in miles, miles from here to France. And the number of stars in our galaxy. To say nothing of long division or algebra.

'Bo' knows geography. He taught 7th graders to draw a map of the world from
See Super Bowl, page 14

In an Age of Disruption

By Paul B. Perkinson, Upper School Head

In an interview just before her death, Barbara Tuchman was asked by a *Christian Science Monitor* reporter, "How will historians in the 21st century name the age we live in?" Tuchman, one of the most articulate and insightful historians of the last fifty years, responded, "I would call it the Age of Disruption." While her concerns were many, she was most concerned by what she saw as a "real disruption in public morality."

Rushworth Kidder, in his book **How Good People Make Tough Choices**, recounts this interview with Tuchman to preface his argument that ethics and morality can no longer be esoteric, intellectual, and essentially ineffectual

exercises. Instead, given the vast array of compelling and vexing problems, from environmental disasters in Ukraine to genocide in former Yugoslavia to the spread of gang warfare in Chicago to increasing teenage substance abuse across the nation, *morality is now a matter of survival.*

Kidder seems to call upon parents and educators to revisit and share with our kids some of the oldest questions we have asked ourselves.

- How do we want to live our lives?
- What should be some of the moral guidelines that we can call upon in a moral crisis large or small?



- What is right and what is wrong?
- How can we learn to choose to do the right always and be willing to live with the consequences of that choice?

These are questions we **can** ask and we **should** ask our students and our children. Helping them find answers to these and other questions is equally
See Disruption, page 15

Learning to Learn

By Pam Whalley, Lower School Head

One does not have to be an avid reader of the inside pages of *The Wall Street Journal* to know that drastic changes have been happening to the workplace in recent years. The days of lifelong employment in a single company or even the same occupation are rapidly disappearing. Our children can no longer think simply of investing in a body of knowledge that will stand them in good shape in the workplace; instead they will face a work environment where a premium will be placed on adaptability, on acquiring new skills, new information, new knowledge, on being, in the current phrase, lifelong learners. In one sense, of course, this is not really new. All of us have had to keep up with the latest technology, the latest knowledge breakthroughs in our respective fields, but the rate of adaptation facing our children is new. Now, more than ever, the education a child receives at school is only the beginning. School must be a place where children develop not only the skills and cultural knowledge necessary to be fully-rounded citizens, but the habits of mind that allow them to be lifelong learners. It must be a place where they learn to learn.

What do we mean when we say that a child is learning to learn? It means that we pay attention not just to the child's accumulation of a body of facts or to a set of skills, but to the process by which they are acquired. Every classroom is set up in such a way as to maximize the students' opportunity to learn strategies that lead to further learning. The questions that teachers ask of the students become a basis for similar questions that the students ask of themselves or each other. (Stop by the math lab on a day when a student has prepared a lab for her peers, or listen to a book discussion.) The classroom materials, especially the math manipulatives, provide



a multitude of opportunities. In learning one solution through patterning, a child learns more about shape tessellation. She may not call it that, she may call it "playing with shapes," but we know that in the process of investigating one idea she has broadened her own learning by incorporating another.

Learning something new is most often built on some kind of framework of previous knowledge which may not consist of a bundle of facts but an understanding of a set of relationships. Jane Healy in her book *Your Child's Growing Mind*, talks of the importance of students seeing and understanding relationships and patterns. "Patterning information really means organizing and associating new information with previously developed hooks." Our job as parents and teachers is to provide as many hooks as possible so that when children learn one piece of information they can more effectively link that up with something else that they remember—an experience, a discussion, a trip or a story. In such a way they broaden their own learning. This is as true for JKers as it is for 5th graders or beyond. The young child's questioning "why" is his attempt to understand the connectedness of one thing with another. He is learning how to learn.

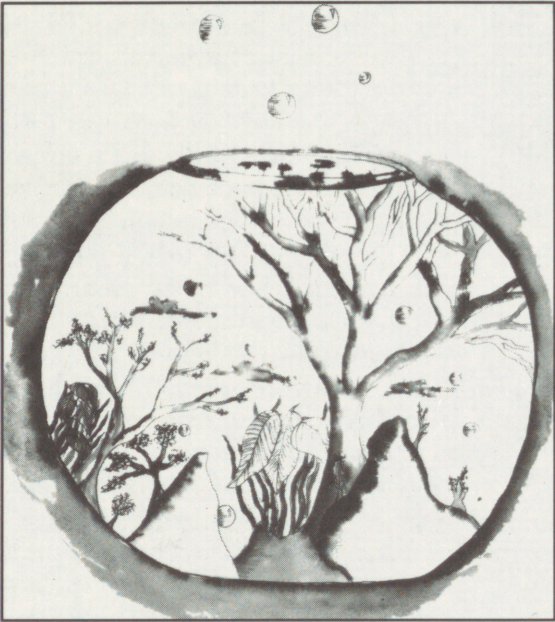
Learning how to learn requires reflection along with "educational risk-taking." We encourage this in our classrooms as we ask students to rate their own performance and growth in certain academic areas, to create goals for themselves, to keep journals of their work, and to select pieces for their portfolios. (Yes, there is, of course, teacher input into this also.) We find that by 4th and 5th grade, students' sense of their own accomplishments and goals match closely the goals that their teachers have written for them. Frequently students write their own goals and how they will achieve them. They reflect on the process and plan how to go forward. They learn that when they try something new and it doesn't work out, they have learned something. Perhaps not what they thought they would, but isn't this the way so many new inventions and discoveries are made? Instead of feeling devastated that her science hypothesis did not pan out, the student realizes that in the process she has learned something quite new. That may be her "hook" to a new idea or solution. Teachers in Lower School help children to "see" the possibilities in what they have created without taking over the mind of the child. (Stop by the Art Room and listen to the dialogue between Mary Wagner and her students.) This gives students the chance to learn how to learn and also gives intellectual respect for their work and ideas.

Learning how to learn involves the ability to listen to others, students and peers, to be able to use that feedback effectively. It is expressing your ideas about the politics of Ancient Greece. It is coping with the give and take of group work. It is becoming more independent in the completion of your own work

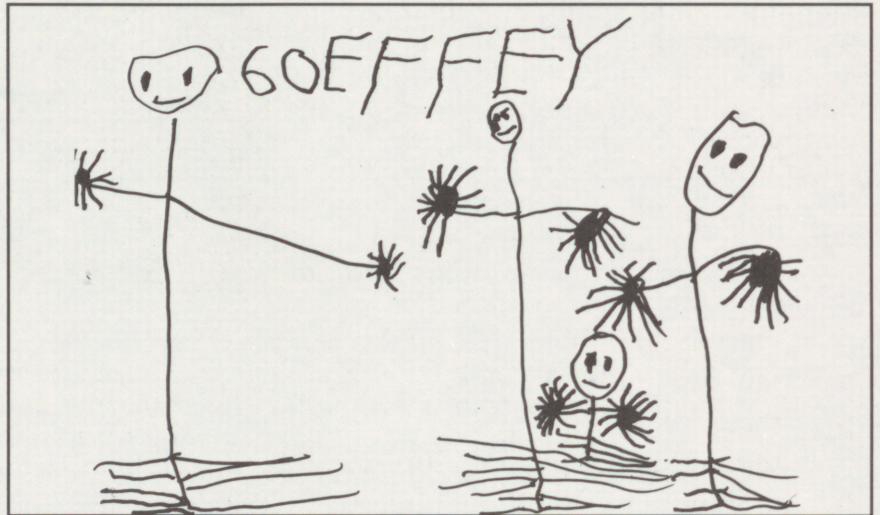
See Learning, page 14

Drawing Through the Eyes of Children:

For 75 years, The North Shore Country Day School has believed that art, balanced by athletics and academics, is an integral part of the college preparatory education we provide. As one of this year's 75th Anniversary special events, we celebrate the artistic expression of our students in grades JK-12. These works are part of an art show entitled, "Drawing Through the Eyes of Children," on exhibit in the John Almquist Gallery through April 14. We invite and encourage you to visit the gallery.



Tammy Dornstader, grade 11. Class: Art I.
Teacher: John Almquist. Medium: ink and wash.



Geoffrey Zureikat, junior kindergarten. Teacher: Linda Semel. Medium: marker.
Subject: "My Family."

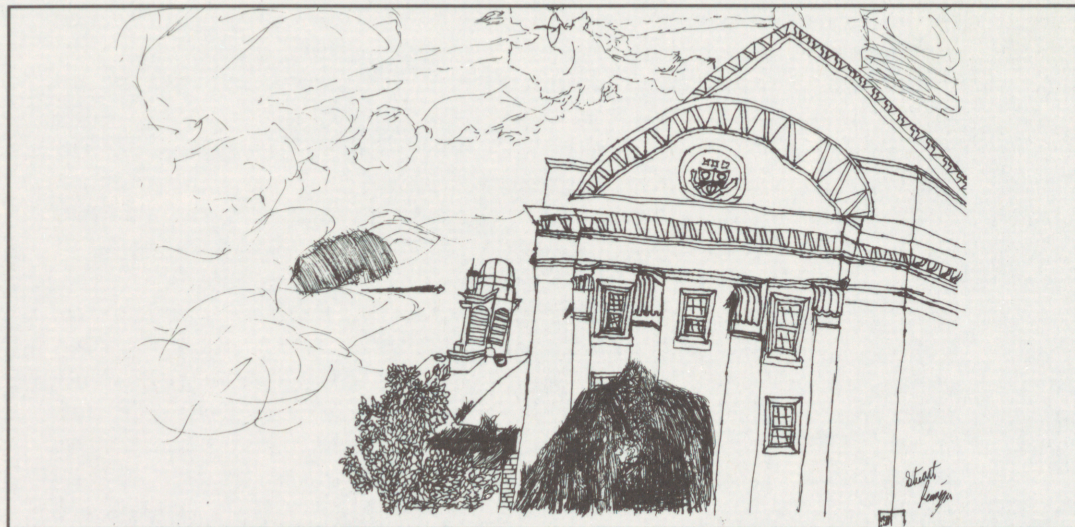


Nell Maltman, grade 2. Teacher: Mary Wagner. Medium: crayon.
Subject: "The dragon, the Giant, the Castle, the Prince, the Princess, and the Forest."



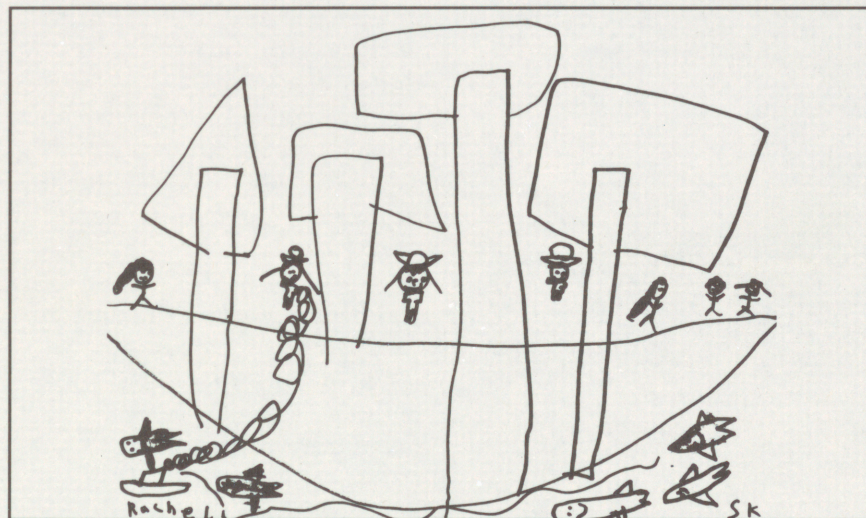
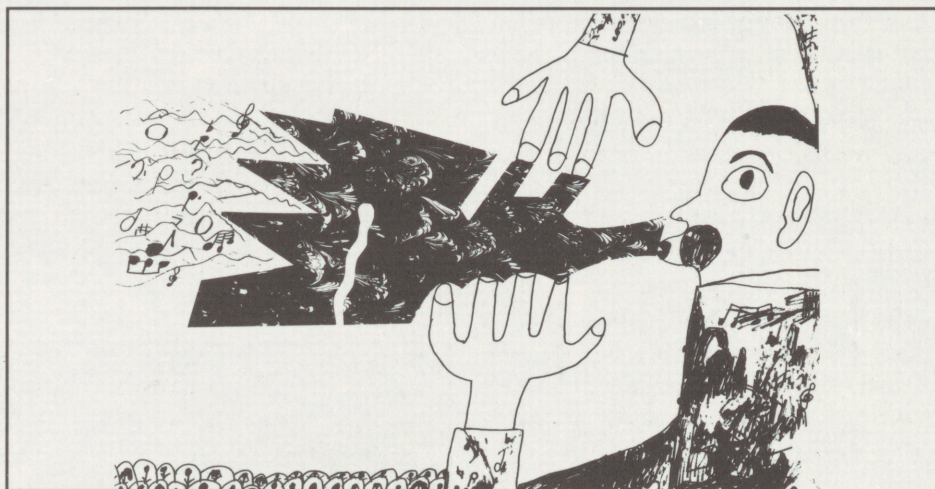
Tom Keating, grade 8. Teacher: Jackie Melissas. Medium: ink.
Subject: Jackie Melissas.

NSCDS Student Artwork On Exhibit

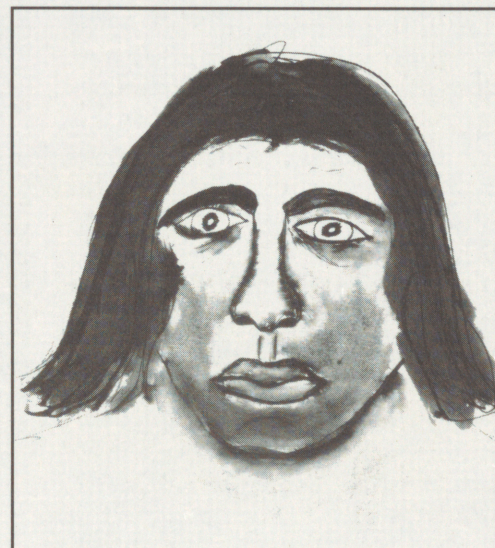


By Stuart Jernigan, grade 8.
Teacher: Jackie Melissas.
Medium: ink. Subject: The
Diller Street Theater and art
center cupola.

Stephanie Gilmore, grade 4. Teacher: Mary
Wagner. Medium: marker and contact
paper. Subject: "Music Man."



Rachel Riske, senior kindergarten. Teacher: Linda Semel. Medium: marker.
Subject: "The Mayflower."



Cassandra Lopez, grade 10. Teacher: John
Almquist. Medium: ink and wash.

Did You Know?

◆ **The fifth grade class** sponsored a school-wide effort in December to collect books, toys, clothes, and toiletries for Chicago's Englewood community. NSCDS donated three carloads of items.

◆ **The eighth graders** have established a year-long buddy relationship with the eighth graders at Providence St. Mel School in Chicago. Each group has visited the other's campus, and NSCDS students hosted PSM students at the Field Museum for their project presentations following their unit on Africa.

◆ **Math department chair Shirley Smith, history department chair Kevin Randolph, and fine arts department chair John Almquist** were nominated this year for the prestigious Golden Apple Award for Excellence in Teaching. Students, parents, and alumni may nominate teachers for this annual award.

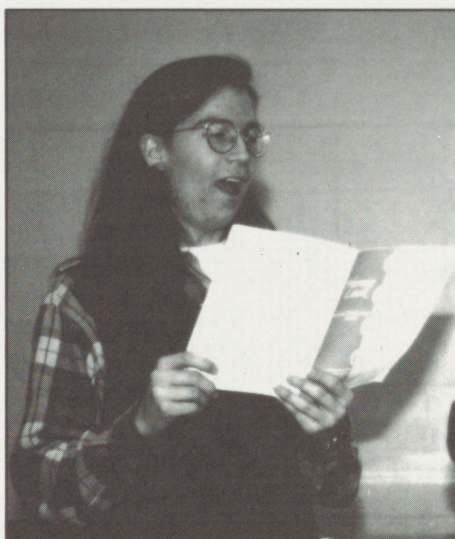
◆ **The Upper School** was cited as the model in two of the 10 Keys to Creating Top High Schools for its technology and mathematics education in the February issue of *Chicago* magazine. For the past 75 years, NSCDS has practiced all 10 of the suggested keys to creating an excellent program school wide.

◆ **The library** has added a new wireless microphone system. The day it arrived, eighth grade teacher, **Mary Roden**, had laryngitis, but once she clipped the tiny microphone onto her lapel, she astounded the eighth graders with her new-found volume!

◆ **The NSCDS International Circle** sponsored a winter get together in February to discuss "The European Union: Keeping Up With the Changes." Their guest speakers included The Honorable Bent Kiilerich, Consul General of Denmark, and The Honorable Emile Massa, Consul General of Belgium.

◆ **The junior and senior kindergarten students** have launched an investigation of the solar system. JK is concentrating on the sun, moon, and earth, while SK's investigation includes the study of planets, constellations, and other solar systems. The interdisciplinary unit includes study of math, science, reading, and art. Both the JK and SK classrooms boast spaceships in addition to art projects including planet landscapes, moonscapes, space vehicles, moon catching nets, and glitter constellations.

◆ **The Upper School Chorus** joined the choir of the University School of Milwaukee (USM) at Butler University in Indianapolis in January for a two-day exchange of singing, learning, and fun. The students had a two-hour clinic with Butler University's Henry Leck, a renowned choral music director and Founder and Conductor of the Indianapolis Childrens' Choir. The students also had the opportunity to observe and perform with the Butler University Chorale.



Senior Mark Meiners participating in the joint NSCDS—USM choir at Butler University.

Choral Music Director, Michael Querio, and USM choir director, Peter Leschke, spoke to Butler University students in a Secondary Methods of Music Education class. The class was comprised of junior music education majors entering their last class before student teaching.

◆ **The Diller Street Journal**, an Upper School student publication, has been resurrected under the guidance of English teacher **Michael Conroy**. Editor-in-chief **Tim Berger**, along with staff members **Nat Durbin, Dana Brown, Caitlin Kaplan, Jeff Rothbart, Melissa Schmidt, Henley Shotwell, Peter Smey, Anne Stebbins, Jacqui Wilson, and Lee Wood** published their first edition in February.

◆ **Technology Coordinator Vinnie Vrotny** has been selected to make a presentation at the National Educational Computing Conference 1995 to be held in Baltimore in June. He will speak on "Virtual Reality Immersion: A First Experience." Vinnie also made a presentation at the Northern Illinois Computing Educators Annual Mini-Conference in January on the topic "So You Really Want to Bring Your School On-Line?" in which he discussed issues related to adding Internet connectivity that are often overlooked. He advised the other educators on issues including management time, research time, identification of project, planning and implementing.

◆ **The Lower School** participated in a community-wide, week-long TV Tune Out from February 2-8. Teachers discussed with their students the effects of television watching in an effort to raise childrens' awareness of how they can be manipulated by visuals and to help them become

more selective television viewers. On February 3rd, the *Chicago Tribune* interviewed several fourth and fifth graders who shared their thoughts about television, which included the observation that on television even good guys use violence as a means of solving problems, which makes them bad role models for children.

◆ **Alumna Kelli Stebel '93** visited NSCDS during her winter break from Kenyon College in Gambier, Ohio. She spent time in Amy Peters' sophomore English class to lecture about William Wordsworth and Romantic literature.

◆ **Jane Moore**, fifth grade teacher, will present "The Fabric of Change: Thematic Teaching with Quilts" at the 1995 National Association of Independent Schools (NAIS) conference in Boston on March 3, 1995. This is Jane's second consecutive presentation at the NAIS annual conference.

◆ **Lower School Students** were fortunate enough to spend two weeks from January 23-February 3 with Artists-in-Residence **Rives Collins**, professor and Director of the Children's Drama Program at Northwestern University, and his colleague, **Julie Shannon**, free-lance composer and lyricist. Rives and Julie assisted with the fine arts curriculum by working with the students through music, dramatic storytelling, creative movement, and sign language on their theme, "Around the World," an exploration of the cultures of Africa and Japan among others. The two-week visit

culminated in a special Afternoon Exchange on Friday, February 3rd.

◆ On Friday, January 13, **sixth grader Sarah George** and **Middle School Head Todd Nelson** switched roles. As Middle School Head, Sarah held salary talks with teachers; had individual meetings with Lower School Head Pam Whalley, Upper School Head Paul Perkinson, and Head of School Julie Hall; handled a discipline problem with 6th graders;



Middle School Head for a day, Sarah George, meets with Upper School Head, Paul Perkinson, and "sixth grader," Todd Nelson.

gave out candy to Middle School classes; ate lunch in Todd Nelson's office with three friends; used school stationery to write a letter to a friend; and sent a memo to teachers. Sarah won the position of Middle School Head for a Day as a prize for bringing in the most canned goods to the Middle School social in December. The canned food drive is an on-going Middle School effort and benefits the Chicago Food Depository.

◆ **Two alumni** have made bequests totaling \$1 million to establish a chair for technology and innovative learning. The income from the endowed chair will support updating software and hardware, networking the campus and furthering connections to remote data bases, funding for faculty training, and developing innovative curricular programs. This bequest will give North Shore the

Calendar Update

MARCH

- 10 Art Gallery Reception, Lower School students and parents; 2:00-2:40 p.m.
- 16-18 All-School Musical, *Working*; 7:30 p.m.
- 27 Spring Break Begins

APRIL

- 11 Classes Resume
- 14 Good Friday - NO SCHOOL
- 21 Gallery Opening: Alumni Art; 5:00-7:00 p.m.
Recital, Michael Querio, Director of Choral Music; 7:00 p.m.
- 27 Seventh Grade PDS 2000 Exhibition Night; 7:00 p.m.,
- 28 Upper School Monte Carlo Night; 7:30-9:30 p.m.

MAY

- 6 Junior/Senior Prom
- 7 Upper School Voice Recital; 2:00 p.m.
- 12 Middle School Show; 7:30 p.m.
- 18 Gilbert and Sullivan Spring Choral Concert; 7:30 p.m.
- 19 Grandparents' Day; 12:00-3:00 p.m.
May Pole Dance; 2:30 p.m.
Vin Allison's Sing-a-long; 6:00-9:00 p.m.
- 20 Country Day Fair
- 29 Memorial Day - NO SCHOOL

flexibility to change with the technological advances of the 21st Century.

◆ English teacher **Kathy McHugh** is involved in a SEEDS (Seeking Educational Equality and Diversity) workshop sponsored by the Wellesley Center for Research on Women. The group sponsors readings and discussions about multicultural and gender issues in education.

Parents' Association Message

By Claudia Lockhart, Parents' Association President

Our School's founder, Perry Dunlap Smith, wrote to parents in a 1941 newsletter (21 years after the school was founded):

Every year at this time I am moved to feelings of profound gratitude and admiration as I watch the various members of the parent body who have accepted posts of responsibility on the several committees of the Parents' Association swing into action...It is not a sense of obligation or duty which seems to motivate this. It is certainly not a sense of conscious virtue or good works. Rather it is a conviction that parents and their homes are necessary in the lives of growing children and are just as vital a part of their education as are schools and teachers.

I, too, feel awed by the contributions of many of our school family members. As you probably know by now (and we really mean it), all NSCDS parents are members of our Parents' Association! Their contributions make our school—and our children's lives—richer in many ways. In addition to the women who this year have successfully steered our Gift Wrap Sale, Book Fair, Lunchline Volunteers, Rummage Sale, etc., there are many "low profile" parent volunteers whose creativity and efforts support Perry Dunlap Smith's philosophy. Let me share some of what's going on behind the scenes.

•John Andersen, father of Quinn (3rd) and Kelsey (1st), started a NSCDS chapter this year of "Indian Princesses" (a father/daughter group including 1st, 2nd and 3rd Grade girls) which camps, skis and hikes together.

•Sara Newman, mother of Sam (SK), visits his classroom each week to hear

the kindergarteners dictate their stories and provide them with a copy via the computer.

•Twenty-one parents volunteer each week in the School's beautiful Hall Library processing new books, entering them into our computer and reshelving them. Did you know that parents as well as kids may check out books? Did you know that our library has an extensive International Children's collection, with some volumes in English but also many others in native languages!?

•Joan Abrams, a new school parent and mother of Adrienne (JK), started a "Book Club" for moms & junior kindergarteners after taking a workshop on that subject. Joan and Adrienne started their club with neighborhood friends and then expanded to include the junior kindergarten girls. The group meets once a month, and Joan says that the girls "always have something to say about the books they read!"

•Sarah Curry, mother of Louise (7th), is coordinating the drive to sell advertising for our spring musical, "Working" by Studs Terkel (March 16th, 17th and 18th). Call Sarah! Buy an ad! Come to the play!

•Nancy Dickie, mother of Megan (7th), heads a team of volunteers who collate, fold, staple, mail (and never mutilate) the school's newsletters and special mailings.

•Diane Jessen, NSCDS alum and mother of Brian (5th) and Christopher (7th) saw the need for better communications within the school and between the three divisions and thus developed her weekly newsletter, "The Family Link," which you should be receiving via your L.S.

and M.S. children, and posted in the U.S. Copies are also available in each division's office.

•Laura Butler, mom of Jason (12th), Sean (11th), Michelle (9th), and Kristen (6th) has just planned an annual Auction donation: hosting a party of eight students (any grade!) to a Saturday Northwestern basketball game, followed by a whole lot of pizza!

•Marcia Bearman, mother of Katie (5th) and Robbie (7th), has run our School's Easelwork's program for the past several years. This program uses parent volunteers to assist in bringing fine art into the classroom and to stimulate different ways of looking at art. Volunteers may attend bi-annual seminars offered by the Art Institute of Chicago to hone their skills. (Volunteers do NOT have to be art historians or experts themselves!)

Our contributions to the school are limited only by our time constraints and our imagination. If you have an idea, see an opportunity, have a vision...check it out! Let it fly!

My thanks to those of you who took the time to call or write, to provide feedback on P.A. meetings and to volunteer with our Fair (May 20th).

We plan to revamp our parent volunteer form, which accompanies the school contracts mailed in March, to provide a clearer picture of some of the standard ways to volunteer at NSCDS. We also hope to develop a questionnaire to help us utilize and integrate your business, travel or personel experiences which could be shared with our students. How better to give than of yourself?

Update from the Board of Trustees

By John S. Darrow '65, Chairman, Board of Trustees

The facilitator who led the Board's retreat in October claimed the board has one task only: to insure the future of the School. That's a slight oversimplification of a daunting challenge. What programs will be necessary to attract outstanding students and faculty five to ten years from now? How do we allocate funds for technology given the tremendous rate of change in what's available? What will classrooms even look like down the road? How do we balance the historical strengths of NSCDS with the demands of the current world? And always, how can we make sure the School has the necessary resources to accomplish our goals?

Three years ago, we developed a mission statement which forms the basis of our planning. This year our discussions are centered around the four basic tenants of the mission statement: democracy, global consciousness, community and artistic and athletic development.

Planning also requires that we stay current on activities and developments on campus and in the educational community. At most Board meetings, we have a presentation from a staff member or occasionally from someone outside the school. Board members themselves bring a variety of perspectives that add richness to our discussions.

I have spoken frequently about the great progress NSCDS has made and the amount of energy that is visible in almost every activity. The challenge now is to keep that energy focused on common objectives, not easily done in a community as diverse as North Shore's. A tremendous amount of work has been done and a great deal lies ahead. Julie Hall is providing outstanding leadership throughout this process. Board members, staff, parents and alumni have all contributed greatly and will continue to. I hope you all can share in the pride of what has been accomplished and sense the excitement for what lies ahead.

Stories, continued from page 1

are back in Lower School again this year to weave their magic in story and song. In Morning Ex, Todd Nelson shared stories, poems, music, and pictures from his Scottish ancestry, and I was aware of how hard it can be to create a sense of community by telling the same stories when the younger children laughed at his description of the MacDonalds feuding with the Campbells in the high Scottish mountains. Their only reference to MacDonalds was Ronald and hamburgers.

Our stories define us as a community. When you read Nancy Geyer Christopher's history of NSCDS, you'll see the patterns of the past and how they might fit into the future. For instance, what did it mean to have no clapping in Morning Ex except when someone from outside the School was here? What was it like to have common readings, books that all Middle and Upper School faculty and students read in a given period of time and discussed in class or over lunch? What precipitated the yearlong trip around the world, led by four NSCDS teachers for graduates of this school and others?

Arnold Weber of Northwestern said about another academic institution that proudly displays the purple and the white, "You can't be an academic wind chime, making music as the wind blows. You have to have a sense of your own view and your own purpose."

Let's keep telling our stories to each other as a way of celebrating and perpetuating our own traditions and sense of community!

Directory Update

Changes

GALVIN, Chris and Cindy
*David (7); William (2)
Main Phone 708-446-3891
Children's Phone: 708-446-3892

SACHS, Gretchen
*Laura (6)
Child's Phone: (708) 441-0413

VELISSARIS, Rita
*Marshall Downs (11th)
6947 N. Oakley
Chicago, IL 60645

Additions

SABIN, Dr. Earl and Helaine
*Marc (10th)
4150 Suffield Court
Skokie, IL 60076
(708) 677-1652

SMITH, Betsy
*SK Assistant Teacher
2465 N. Halsted, #3
Chicago, IL 60614
(312) 404-8992

O'MELIA, Allison
*Lower School Learning Specialist
234 Lee Street, #1
Evanston, IL 60202
(708) 328-8331

YATES, Mark and Molly
*Laura (10th)
1011 Forest
Wilmette, IL 60091
(708) 251-2924

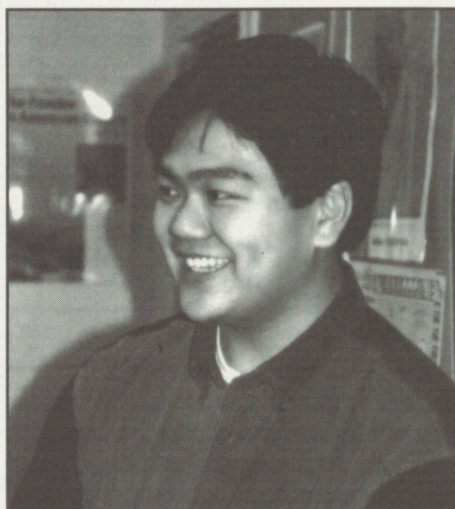
Fundamentals and Foundation: The Benefits of the North Shore Education

By Benjie de la Fuente '93

It's common to hear people in college lamenting about how they didn't "learn" anything in high school. Many view their high school years as a waste of time - an educational purgatory that existed between adolescence and college. Although I can't truthfully claim that I remember much about the Pauli Exclusion Principle or the various nuances of the Essential Human Paradox (both of which I ostensibly learned about in High School), I can take comfort in knowing that North Shore taught me *how* to learn.

Put simply, North Shore gives its students the appropriate tools and preparation to continue their education at the college level. For example, a college student's evaluation in many courses is based almost solely on his or her effectiveness as a writer. Luckily, the North Shore education teaches its students how to write perhaps more than anything else. The English and Humanities departments at North Shore carefully develop each individual's skills of verbal expression. The ability to write lucidly is a skill that the North Shore student will carry with him or her not only to college, but beyond as well.

Like any other secondary school, North Shore pushes its students to set and achieve goals for themselves. To do this, it is important to know whom to seek for help and support. I happen to attend a small college where interactions between students and faculty members thrive. The professors know the names and faces of all of their students, and the students freely seek their professors for both academic and personal guidance. In this relationship, learning is very much an interactive venture; the experience of going to class is much more of a dialogue than a sermon.



For me, this type of learning was not much of an adjustment; after all, students enjoy a similar relationship with their teachers at North Shore. North

“ . . . graduates of North Shore leave with the confidence that they know the value of achievement and the means by which to attain it.”

Shore shows its students what a teacher *should* be: knowledgeable, supportive, and, most of all, accessible. Not everybody enters college with the knowledge that he or she is entitled to the same kind of commitment from professors that North Shore students receive from their teachers.

Familiarity with the special student-faculty bond, however, is not the only thing that sets North Shore graduates apart from others. The North Shore education extends beyond the classroom; it in-

cludes the realms of the stage and the playing field, for example. The experience of participating in the numerous extracurricular activities that North Shore offers gives its students a genuine feeling of self-confidence to take with them to college. North Shore graduates go on to college with a disposition to achieve. Indeed, they often exemplify the timeless adages about achieving success by merely having the will and confidence to do so.

Playing a sport, being in a theatrical production, and editing the yearbook all at once invariably consume much of the North Shore student's time. Contrary to what one might suspect, this is perhaps the *greatest asset* of North Shore's extracurricular activities. By allowing and encouraging students to assume numerous tasks simultaneously, North Shore demands that students manage their time efficiently. While college students typically have a larger work load, they also have an increased liberty with their time. The North Shore education prepares students very well for this responsibility. Students who successfully budget their time at North Shore can doubtlessly do the same in college.

North Shore graduates know how to get the full benefit from those who teach them. They know how to express themselves efficiently through language. Most importantly, however, graduates of North Shore leave with the confidence that they know the value of achievement and the means by which to attain it. While these three skills may sound simple, it's difficult to imagine a more comprehensive preparation for the rigors of college and beyond.

Benjie de la Fuente is a member of the Class of 1993. He is currently a sophomore at Amherst College in Amherst, Massachusetts.

Math for the 21st Century

By Dr. Barbara Wilmot

Mathematics is much more than memorizing arithmetic facts, solving equations, and proving geometry theorems; mathematics is the foundation of science and technology. It is making decisions based upon statistics and probabilities, solving problems with a dozen variables, knowing that there are many possible solutions to a dilemma, seeing diagrams and graphs of real life phenomena, constructing new knowledge from new problems, using number sense to influence politicians, utilizing spatial sense to create new factories or decorate a home, creating new technology with binary numbers, and much more. **Mathematics is the study of patterns and relationships.** We must now prepare students to live in a far different world than the one into which we were born.

Educational specialist Dr. Madeline Hunter remarked 10 years ago that we were then in education at the place where medicine was about 100 years ago when it was discovered that disease was caused by germs and not evil spirits. And just look at the medical breakthroughs since then! We in education have gained astounding knowledge in the past 15 or 20 years about how the human mind works. And usually it does not learn most efficiently through being told or through drill and practice! We construct our own knowledge by making connections between new thoughts and ideas and those we have placed in our brain's long-term storage! This knowledge has revolutionized the teaching profession. We now know that we must be facilitators of learning - not presenters of knowledge. Our task is to offer those learning experiences which will promote connections for each student.

The learning experiences being used in math classes at North Shore Country



Day School are being chosen by the teachers from a variety of sources that are on the cutting edge of what research tells us is most appropriate. We are in the process of finalizing a plan of mathematics outcomes for the grade levels. The teachers have been equipped with the helpful books, manipulative learning aids, calculators, and computers. We continue to concentrate on a wider variety of instructional strategies and have just barely begun alternative assessment.

It will take time to fully assimilate new curriculum materials, instructional strategies, and assessment techniques. But, of course, during this period, we will all learn more about the process of learning, society's needs will change, new materials will be developed, computers will continue to shrink our planet, and the amount of mathematics discovered will at least quadruple—and so teachers have realized along with each of you that we all must be lifelong learners.

If you have the opportunity to visit a math class at North Shore, you will see students actively engaged. They might be talking with thinking partners about the model they have just constructed with their base 10 blocks; analyzing a graph from *USA Today* before writing a letter to their senator; writing in their journal about the connections they made today; creating a proportionate model

of the solar system; estimating and measuring the room for new carpeting; or figuring the probability of getting a speeding ticket on the toll way. You will hear them explaining their thought processes to each other and to their teachers—trying to make sense of everything they do in class. I can almost guarantee (the probability is very high) that they are engaged, enjoying learning.

The teachers at North Shore are among the most professional and open teachers that I have had the opportunity to meet. The climate of the School lends itself to this current philosophy. But even so, innovation is never easy and takes time. My job as a consultant is to help open new doors, ask thought-provoking questions, facilitate collegiality, and suggest alternative approaches. It is a much easier job than classroom teaching. Luckily this new view of teacher-as-facilitator rather than sage is not new at NSCDS. All the content areas are steadily moving in the same direction and all are coming to value interrelatedness. In a few years there may be no such thing as a math class or biology class. We will spend our days together learning—with special emphasis on learning how to be lifelong learners. And we cannot/should not undergo this transition without the help and support of parents and community members.

Barbara Wilmot is a professional mathematics educator and consultant. In 1994, Dr. Wilmot was selected for the Lola J. May Mathematics Leadership Award. She is spending 12 days as Master-in-Residence at North Shore this year working with teachers, parents and students. On her most recent visit, from February 1-3, Dr. Wilmot worked with the Middle School.

memory by the end of the year. It included all the major rivers, countries, capitols, oceans, seas and mountain ranges. The class knows that the capital of Burkina Faso is Ougadougou. They have fun saying Ougadougou. They can define and locate an 'archipelago' and they can place the Iditarod in Alaska. They frame their 'memory maps' when they take them home and keep them forever, mounted in a place of honor.

'Bo' knows writing. His second graders write poetry and operas and stories for their parents. And though the advisor's report and recommendation letter aren't conventional literary genres, Bo's descriptions of a child's progress, or his recommendation of a student for a job, read like great literature. Bo paints the whole person into the frame with an unusual range of brushstrokes and texture.

'Bo' knows conflict resolution. Jared and Pete never come to blows in the kindergarten block corner when Bo is around. He can get them talking over the plans for their airport and sharing the precious wedge-shaped blocks to make a ramp for the parking garage — instead of settling design disagreements with a kick and a shove. This averts hostile takeovers. Melanie and Juliet need help taking turns on the slide so Bo arbitrates. Everyone feels safe on the playground when Bo is there.

'Bo' knows politics. Conferences with parents, administrators and even other teachers can be fraught with self-interest and pettiness. But Bo stays focused on the common goal: children are the future. But childhood is frail and needs advocates and heroes. True heroes have been supplanted by mere high achievers. Statistics and balance sheets aren't the bottom line, even in the ball park.

'Bo' knows showmanship. I've seen him speak in front of hundreds of people at a time: parents, professional conferences, students. His remarks are charming, insightful, witty; never self-serving and always appropriate for the audience. Bo wasn't trained in oratory, he just knows how to get a class's attention, whomever 'the class' happens to be. You would be surprised to know how exciting long-division can be; Bo can stand the hair on the back of your neck on end when he reads a Shakespearean sonnet; Bo's curriculum report would make you gasp. 'He does all that in a year!'

“True heroes have been supplanted by mere high achievers. Statistics and balance sheets aren't the bottom line, even in the ball park.”

'Bo' knows professional development. He takes courses to add to his knowledge regardless of whether or not there's another degree or salary raise involved. He's always reading, always thinking ahead to next year's course: where to add new titles, where to take a fresh approach in the unit on Civil War battles, pioneer women, or native American houses. Some summers he goes on archeological digs, or teaches teachers. The summer isn't 'time off': Bo knows that teachers must be students or they aren't worthy of their charge.

'Bo' knows... what he's worth. And it's a lot more than what he's being paid.

But Bo knows that value, especially in American education, is fraught. The altruism required to stay in teaching is a heavy mantle for him on some days, when the kids are fractious, the parents ungrateful, the administration supercilious. As he approaches each new year, trying to get psyched to do it all again, he remembers what it's like to spend too many February recesses confined to a classroom with thirty kids bouncing off the walls like subatomic particles. As well as what it's like to have just one kid say 'I get it now. I understand.' So he struggles to keep his eyes on the prize.

Almost forgot. Bo knows baseball. His team is one and six for the season. But his players don't mind their losing record and they don't break bats over their knees. Bo has taught them the higher levels of the game. They just love to play baseball each recess — with a real hero.

Learning, Cont'd. from page 5

cycle. It is taking responsibility for planning work and figuring out how to complete it. It is learning how to be modest, to accept praise graciously and take constructive criticism. It is understanding fair play and the sharing of ideas. It is learning to attack new topics by using old skills. It is learning to organize new information using pattern-seeing skills developed on old material. If these all sound familiar to you perhaps it is because they are all factors that effect our ability to carry out our jobs day by day. In the fluid workplace of the twenty-first century, only the capacity to adapt and learn will allow our children to make the most of their natural talents and abilities.

Disruption, cont'd. from page 4

important. Indeed, we should get them to the point where they are asking the questions themselves. In asking and answering these questions, we prepare our youth for the daily challenges they will face as they navigate an increasingly more complex and less *caring* society.

I would like to suggest that teaching *caring* is a central element to a quality educational community. We need to teach kids to care passionately for the needs of others whether those *others* are across the classroom or across the ocean. We must do this in a larger culture that is sometimes exhausted by, calloused to, or possibly cynical towards both the causes **and** the victims of the myriad problems that dominate the headline news. Teaching teenagers to care, to see caring as an ethical act, is considered by some counter to everything it means to be a self-absorbed adolescent. Yet, it must be done.

This is a gigantic task. The best way to begin is in small ways. Playing with their buddies in lower or middle school,

breaking a press on the basketball court, doing a group project in Chemistry, putting on a student written play in a local children's hospital, singing in the Vaudeville Night are all social experiences where our kids listen carefully, respond appropriately and learn from each other. One goal we have for them is that they learn to subordinate their *wants* to the *needs* of the larger group. In doing so, they gradually give up the notion that "I am the most important person around." Instead, they begin to see themselves as part of a rich whole, a member of a community where caring for others is a given. This does not mean that they lose a sense of individuality. It only means that that individuality is strong enough to share with others.

It is fairly easy to teach kids the difference between right and wrong when there are rules or laws governing their behavior. Thus, they know that lying or cheating or stealing is wrong because there are serious consequences if they are caught doing so. But we are a school that shuns long, complex rule making precisely because we want the disci-

pline to be internal rather than external. Instead, we call upon all students to take responsibility for themselves and their surroundings. We require them to find a discipline within. In the end, we ask them to govern themselves rather than having them abdicate responsibility to a set of distant rules. We ask them to care for each other, to clean up after themselves in the lunchroom, to drive extra safely around school, to keep their book bags out of the stairwells, and consider each other's feelings and sensibilities all in an attempt to have them act positively, carefully and creatively even when there are no serious consequences if they do not.

When the English jurist Lord Moulton defined an ethical life as one that is "obedient to the unenforceable," he also gave parents and educators a challenge to share with our children. Our challenge, in Tuchman's "Age of Disruption," is to help them to become self-governing and yet obedient to a common good.

Vietnam, cont'd. from page 2

Conroy, whose retrospective of the music of the Vietnam era gave students insight into the attitudes and mores of that generation; and Kevin Randolph, with help from Upper School Head Paul Perkinson, who gave a presentation on Hollywood's treatment of Vietnam via movies and television programs.

The symposium provided several important opportunities for students. They were able to meet the author of a book they had read and to discuss with him his perception of his own work as well as how his personal Vietnam ex-

periences fit into his fictional piece. They also had a chance to hear from people whose lives had been forever affected by something they knew of only as "history." The diverse opinions expressed by the guest speakers was no coincidence. As Randolph told the *Chicago Tribune* reporter who covered the symposium, "I want them to think history is a story that's never agreed upon." Randolph also wants to show his students that history is the study of ordinary people, and in this case, ordinary people who have lived through extraordinary times.



Cambodian refugee and former Voice of America reporter, Savit Khem, speaks with Head of School, Julie Hall.

Celebrating 75 Years As A Community of Learning

The North Shore Country Day School is an independent, coeducational school of 366 students in grades junior kindergarten through twelve. NSCDS does not discriminate on the basis of race, nationality, ethnic origin, or religion in any of its policies or practices.



310 Green Bay Road
Winnetka, Illinois 60093

Non-Profit Org.
U.S. Postage
PAID
Permit No. 295
Winnetka, Illinois

Address Correction Requested